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ABSTRACT

Designed to assist college officials in developing and revising articulation agreements, this report describes specific program articulation efforts between Illinois high schools, community colleges, and public and private universities. Data presented were drawn from a survey of 102 public and private community colleges, which resulted in 94 responses identifying 45 articulation agreements in place among responding institutions. Following an introductory discussion of articulation, the report reviews 11 articulation agreements, providing the names and addresses of contact persons. Among the programs described are: (1) a student handbook from Belleville Area College, providing high school vocational students with information on program requirements and appropriate courses in six programs; (2) an agreement between Richard J. Daley College, Triton College, and DePaul University to help minority and adult students achieve a baccalaureate degree; and (3) an agreement between Rend Lake College, area high schools, and Southern Illinois University at Carbondale to articulate curricula from grade nine through the baccalaureate level. Finally, the report examines the following features common to many of the articulation agreements described: transfer and articulation agreements as an institutional priority; delineation of admission, program, and other requirements; maintenance of agreements and obligations to inform students; diversity in program options and student services; and support for agreements through educational guarantees of transfer credit. (PAA)

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Illinois Community College Board

ARTICULATION AGREEMENTS BETWEEN HIGH SCHOOLS, COMMUNITY COLLEGES, AND UNIVERSITIES

Introduction

Articulation agreements serve as a vehicle for high schools, community colleges, and universities to work cooperatively in assisting students to transfer from one institution to another. There has been an emphasis on increased collaboration between high schools, community colleges, and universities in developing course content, designing curriculum, and initiating program articulation agreements. Such initiatives are examples of evolving trends to expand the opportunities for high school students to pursue postsecondary education and/or increase the number of student transfers from community colleges to baccalaureate degree granting institutions.

The purpose of this report is to highlight examples of program articulation agreements between Illinois high schools, community colleges, and public and private universities. The examples illustrate the diversity that exists among institutions in their approaches in facilitating student transfer. This report may assist college officials wishing to develop, expand, or revise articulation agreements with cooperating high schools, colleges, and universities.

National trends in the development of articulation agreements have been identified in recent literature such as Louis Bender's Spotlight on the Transfer Function. He suggests that faculty must be treated as key players if articulation and transfer are to be seriously and successfully addressed. Bender points to research which indicates that the majority of two-year college transfer students will apply to a nearby baccalaureate institution. Cooperation between institutions, including faculty, at the local level is crucial in the movement of students from high school to community college to university. Bender warns that state legislatures are willing to address articulation and transfer challenges, if higher education is not.

Major policies in articulation and transfer focus on the recognition of the Associate in Arts and Associate in Science degrees in transfer, general education requirements which can be agreed upon by institutions participating in the agreements, and educational guarantees that assure the quality of instruction and transferability of courses. For such policies to be successful, colleges and universities need to buttress them with innovative practices and strategies. Some common strategies as outlined in Building a National Agenda for Transfer by the National Center for Academic Achievement and Transfer include development of interinstitutional transfer agreements. The center recommends that increasing institutional flexibility in the area of articulation and transfer should be the goal. Such flexibility includes abandoning course-by-course evaluation of the associate degree transcripts and developing a model general education curriculum that is acceptable to universities statewide.

Motivating the student also is a step in strengthening transfer. Many colleges reach out to high school students to encourage them to complete academic courses required for admission before they complete high school and enroll for college. Such courses may be a part of tech prep programs. Authorized by the Perkins Vocational and Applied Technology Act, tech prep curricula generally take on two forms. One form, the 2+2 approach, entails a four-year planned sequence of study that encompasses the last two years of high school and the first two years of occupational-specific postsecondary education. The other curriculum includes four years of high school and two years at a community college. The high school-based program incorporates a common core of math, science, communications, and technologies leading to an associate degree or certificate in a specific career field. These programs can be capstoned at the university to assist students in obtaining a bachelor's degree.

The Illinois Community College Board is supportive of articulation and transfer activities in community colleges. One of the Board's twelve goals is "to coordinate the articulation of community college programs with secondary schools and universities to enhance the transition between each level of education for students." Over the past two decades, the ICCB has cooperated with the Illinois Board of Higher Education and public higher education institutions in developing statewide articulation policies and procedures that have enabled colleges and universities to help students transfer.

In recent years, ICCB staff have worked diligently with state associations, such as the Transfer Coordinators of Illinois Colleges and Universities, in initiating statewide articulation projects. Such projects include convening task forces comprising faculty and administrators of all sectors in higher education to develop statewide model program articulation guidelines. These guidelines have been used to advise students planning to pursue baccalaureate degrees in such fields as psychology, business, English, and education. While statewide guidelines have been useful, local program articulation agreements established between colleges and universities give students more accurate information about program requirements.

ICCB Survey

In an effort to address the ICCB articulation goal, staff conducted a review of articulation agreements between high schools, community colleges, and universities to determine their applicability statewide. A survey was developed to obtain information from colleges and universities about a wide range of articulation efforts at their institutions. ICCB staff designed the survey with input and suggestions from the ICCB Program Advisory Committee and Transfer Coordinators from public and private colleges and universities. One question on the survey asked for samples of any articulation agreements in place at the individual institution.

The survey was mailed to Transfer Coordinators of 102 public and private community colleges and universities. Of the 102 institutions, 94 responded. Possibly some very good examples may have been overlooked because many of the institutions did not submit samples of written articulation agreements with the survey response.

Survey results indicated that 30 community colleges had articulation agreements with public universities, and 15 reported articulation agreements with private colleges and universities in Illinois. There seems to be no standard format for articulation agreements. Agreements range from a less structured arrangement in the form of a brochure to written agreements with several provisions and stipulations. Many sample articulation agreements received and reviewed by staff were in the form of brochures and pamphlets.

Program Articulation Agreements at Illinois Community Colleges

This section describes program articulation agreements at selected Illinois community colleges. These agreements are ones that have been reported to the ICCB through the articulation survey and include some unique features which other institutions may want to replicate. They illustrate a variety of approaches for increasing the number and success of high school students continuing their education at community colleges or community college students in transferring to four-year institutions. Each description includes the name of the person at each college who can be contacted for more detailed information.

High School/Community College Articulation Agreements

Belleville Area College

An articulation agreement in the form of a student handbook provides the linkage between Belleville Area College, the high school, and the high school vocational student. The handbook outlines the responsibilities of each party. It describes the joint efforts established by the college and participating high schools in advising students of program requirements and in administering proficiency examinations when necessary. Belleville Area College has agreed to verify college courses completed by students and inform high schools when students comply with the requirements. Students must inform their high school instructors of interest in attending BAC, enroll in the appropriate courses, and pass the necessary competency exams.

The handbook describes the articulation of the following six programs: Drafting; Electronics; Heating, Air Conditioning, and Refrigeration; Horticulture; Secretarial/Word Processing; and Welding, Brazing, and Soldering. Community college admission requirements, criteria for receiving college credit for high school courses, and competency testing standards are included in the agreements. The handbook also includes information on more than 20 capstone programs at Southern Illinois University at Carbondale.

Contact Person: Don Koleson
Dean of Technical Education Programs
Belleville Area College
Phone: (618) 235-2700, ext. 319

Kaskaskia College

Kaskaskia College has entered into an articulation agreement with the Bond, Fayette, and Effingham Regional Vocational Education Delivery System to enable students to continue their education at Kaskaskia College through a coordinated curriculum. The agreement outlines student and administrative services to be provided by the college and facilitates course articulation based upon the recommendations of five program committees. These committees include representation from the regional system, Kaskaskia College, and the private sector. A similar agreement also exists with the Clinton, Marion, and Washington Regional Vocational Education Delivery System and Kaskaskia College.

The agreement outlines specific competency and course requirements in six programs: Administrative Assistant/Word Processing, Automotive Technology, Data Processing, Child Care, Drafting Technology, and Practical Nurse.

The general provisions of the agreement delineate policies that facilitate a smooth transition for community college students including the provisions under which college credit is awarded for high school learning, determination of the level of instructional units (secondary or post-secondary), and opportunities for community college students to acquire occupational skills and competencies through the use of instructional equipment at the high schools.

A comprehensive array of student services is to be provided, including guidance and counseling, transfer of student records, program and job placement, and coordinated student follow-up procedures. The agreement addresses joint use of facilities and equipment among the regional systems, the college, and business and industry. It provides for continuous planning, evaluation, and program improvement activities, including joint staff and program advisory meetings and coordinated public relations campaigns. The agreement demonstrates regional system and college commitment to articulation through presidential and board chair signatures.

Contact Person: Marilyn Brookman
College Dean
Kaskaskia College
Phone: (618) 532-1981

Oakton Community College

Oakton Community College has entered into agreements with high schools through the North Suburban Educational Region for Vocational Education (NSERVE). As an example, the Associate of Applied Science degree in Office Systems Technology agreement involves Evanston Township, Glenbrook North, Glenbrook South, and Maine Township high schools. The college has identified the high school courses that meet major core requirements in the program. In addition to these course equivalencies, the college has delineated specific student requirements such as submission of letters of recommendation from appropriate high school personnel, a grade of "C" or better in courses evaluated equivalent to those at Oakton, and successful completion of Oakton's office systems technology courses.

As a part of the overall agreement, the college publishes a general information brochure which highlights each program requirement. High school students involved in this agreement are required to coordinate with the chairperson of the articulated study area to document course proficiency, obtain a letter of recommendation from appropriate high school personnel, and demonstrate competency in certain courses at the community college. Both the president of the college and the chairperson of the board of the educational region are signatories on the agreement.

Contact Person: Trudy Bers
Senior Director, Research, Curriculum & Planning
Oakton Community College
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Community College/University Articulation Agreements

City Colleges of Chicago-Richard J. Daley College and Triton College

Richard J. Daley College, Triton College, and DePaul University have entered into an agreement to help minority and adult students make a smooth transition from the college to a baccalaureate degree-granting institution. Activities of the program involve developing and distributing information on transfer, counseling students, and encouraging dialogue among and between faculty, students, and staff at the three institutions. Institutional officials work with high school counselors to implement career assessment programs at high schools. The assessment program is extended to Daley and Triton with DePaul University administering its placement test on the two campuses. The early testing program has allowed students to identify the academic areas where improvement is needed before they apply to the university. Part of the assessment program includes the Strong Campbell Test, Learning Style Inventory, and a "major-minor finder," which assist in identifying student interest, goal setting, career planning, and learning style exercises. Presidents at the three institutions have shown strong commitment to this effort.

Contact Persons: Susan Biszewski-Eber
Director of the Transfer Center
Richard Daley College
Phone (312) 753-3000, ext. 301

Cellie Banks
Director, Transfer Center
Triton College
Phone: (708) 456-0300

City Colleges of Chicago - Wilbur Wright College

Wilbur Wright College has entered into an agreement with two independent health-related institutions, Chicago College of Pharmacy and National College of Chiropractic, to offer the pre-

course requirements in pharmacy and chiropractic. Under the agreement with the Chicago College of Pharmacy, Associate in Science graduates, who follow the prescribed pre-pharmacy course requirements, will be given certain privileges in the admissions process. This agreement does not guarantee students admissions to the college, but helps facilitate their being considered. Satisfactory completion of pre-pharmacy coursework requires an overall math and science minimum grade point average of 2.5 on a 4.0 scale.

Wilbur Wright's agreement with the National College of Chiropractic (NCC) requires that students successfully complete at least six semester hours with a minimum cumulative grade point average of 2.25 on a 4.0 scale and satisfactory completion in pre-professional courses. Coursework in the program places a heavy emphasis on science. NCC agrees that students enrolled at the college who successfully completed the required courses as prescribed in the agreement and who meet NCC's pre-admission requirement will be granted an early admissions decision and preferred seating in an incoming NCC class of the student's choosing.

Contact Person: Charles Guengerich
Dean of Instruction
Wilbur Wright College
Phone: (312) 777-7900

Illinois Central College

Illinois Central College has developed an articulation agreement with the University of Missouri-Rolla for transfer students seeking an engineering degree. The agreement includes specifics for 12 degrees from Aerospace Engineering to Petroleum Engineering. The agreement requires both institutions to provide information on scholarships, financial aid, and estimated costs of attendance. Students for this program generally are recruited at the high school level. Attendance at Illinois Central College helps to keep down the total cost of the program.

One specific aspect of the agreement is entitled the Transfer Assistance Program (TAP). TAP provisions require counseling staff from the university to make regularly scheduled visits to the community college for advising and recruitment. Enrollment in TAP guarantees that students only have to follow the program requirements in the university catalog at the time of registration, provided students remain in continuous full-time enrollment. TAP brochures outline for students a course of study for all four years of college.

The University of Missouri-Rolla has a Faculty Student Scholastic Appeals Committee established to address unresolved problems dealing with transferability of credit, extenuating circumstances for enrollment interruptions exceeding two consecutive semesters (which could change degree requirements for the student), and other issues which may arise.

Contact Person: Tim Hungate, Chairman
Architecture, Electronics, and Community Studies
Illinois Central College
Phone: (309) 694-5495

Richland Community College

Richland Community College has established an educational guarantee for its Associate in Arts and Associate in Science graduates. The college ensures that transfer credits earned will meet all lower-division general education requirements at selected institutions including DePaul University, Millikin University, and Southern Illinois University at Edwardsville. Under this guarantee, students transferring to selected institutions, such as Chicago State University, Eastern Illinois University, Illinois State University, and Western Illinois University, will meet *all* general education requirements. The college's assurance that students' general education credits will transfer are supported by its extensive counseling and advising program.

Also, Richland has a cooperative agreement with Millikin University for the Bachelor of Science in Nursing. The program requires that students complete three semesters of work at Richland with a grade point average of at least 2.5 on a 4.0 scale, then transfer any spring semester to Millikin's School of Nursing and receive a bachelor's degree in nursing after five more semesters. Student enrollment at both institutions is equivalent to four years.

Contact Person: Rudy Stahlheber
Director of Counseling and Transfer Coordinator
Richland Community College
Phone: (217) 875-7200, ext. 277

South Suburban College

South Suburban College (SSC) and Olivet Nazarene University (ONU) have entered into a 2+2 agreement to cooperatively help SSC students achieve a Bachelor of Science and Bachelor of Applied Science. Articulation efforts between the two institutions assures that students with an Associate in Arts (AA) or Associate in Science (AS) will meet the university's general education requirements, with the exception of a religious requirement for all students. Students under this agreement are simultaneously enrolled at South Suburban and Olivet Nazarene. All advising is provided jointly. Financial aid processing is primarily the university's responsibility, with South Suburban being responsible for registration and course completion information. When students transfer to the university, ONU will provide continual feedback on students progress and graduation status.

The conditions of this agreement can be changed when mutually agreed upon and signed by the appropriate officials. The signatures on the current agreement are the chairpersons of the boards of trustees of both institutions.

Contact Person: Linda Uzureau
Dean, Liberal Arts
South Suburban College
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William Rainey Harper College

Harper College has established an agreement with the University of Southern California (USC) which evolved through an informal network. Although the agreement is a course-to-course articulation effort, it still provides opportunities for student transfer that may not exist without this network. The agreement lists courses that will transfer to USC. USC also requires specific courses to meet general education requirements and passing scores on proficiency examinations.

Also, Harper College and Roosevelt University have established a 2+2 agreement leading to a Bachelor of Science in Business Administration. Roosevelt University will assure students junior status if they complete their Associate in Arts degree with a C grade or higher in certain courses and have a minimum grade point average of 2.2. Similar 2+2 agreements exist with Illinois Benedictine College and Barat College.

Contact Person: Steven Catlin
Dean of Enrollment Services
William Rainey Harper College
Phone: (708) 397-3000, ext. 2303

John Wood Community College

John Wood Community College (JWCC) and Culver-Stockton College of Missouri have entered into an agreement for transfer courses in their Associate in Arts and Associate in Science. The agreement specifies that associate degree graduates transferring to the college will have fulfilled all the college's general education requirements with the exception of a religious course required of all students. JWCC students will enter as juniors under the provision of the Culver-Stockton catalog in effect at the time they enrolled as first-time freshmen. Students are required to have a cumulative grade point average of 2.0 on a 4.0 scale.

John Wood Community College has established educational guarantees for its transfer credit taken as part the AA or AS degrees. The primary purpose of the guarantee is to involve students in the advising process and help them chart an educational path that leads to successful transfer.

Contact Person: John D. Letts, Dean of Students
John Wood Community College
Phone: (217) 224-6500

High School/Community College/University Articulation Agreements

Parkland College

Parkland College has developed program articulation handbooks which describe the first two-year program requirements at Illinois State University, Eastern Illinois University, University

of Illinois at Urbana/Champaign, and Western Illinois University. The purpose of these handbooks is to assist Parkland students who wish to study at these universities with no loss of time. Some of the programs listed in the handbooks are in the fields of accountancy, art, planning and management, business administration, early childhood education, engineering, health studies, information systems, political science, psychology, and statistics.

One of Parkland College's tech prep agreements with the Champaign-Ford County Regional System is in Office Careers. Students who have fulfilled the learning outcome objectives within the college's identified specialty area and who are certified as being competent in this subject matter will be given credit in the area of specialty at Parkland. Credits earned at the high school will be held in escrow to be applied toward the Office Careers program. If students under this agreement fail to make satisfactory progress in the higher level courses, they will be asked to repeat a lower level course(s). The agreement is reviewed periodically, and the high school or the college may withdraw from the agreement given one year's notice.

Contact Persons: Dale Ewen, Vice President for Academic Services
Parkland College
Phone: (217) 351-2440

Aillinn C. Dannave, Coordinator
Academic Services
Phone: (217) 351-2463

Rend Lake College

Franklin County and Rend Lake Area Regional Vocational Delivery Systems, Rend Lake College, and Southern Illinois University at Carbondale have cooperated in delivering a tech prep program in Industrial Technology through an informal network. The program covers coursework from grade 9 through the baccalaureate degree level. The curriculum includes courses in communications, math, science, and electronics technology. Students have two alternative ways of participating in this program: from high school to Rend Lake then Southern Illinois University-Carbondale (4+2+2); or from high school to the University (4+4). Students can be granted credit by proficiency at Rend Lake College in the Associate in Applied Science in Industrial Service or the Associate in Applied Science in Industrial Electronics. The AAS degree is capstoned at Southern Illinois University in the Industrial Technology program.

Contact Person: Carroll Turner
Dean, Vocational-Technical Education
Rend Lake College
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Features of Program Articulation Agreements

Program articulation agreements described in this report vary among Illinois colleges and universities. Whether one format or type of agreement achieves better results than another is beyond the scope of this report. The effectiveness of such agreements can be measured by student follow-up studies or locally designed program review processes established at specific colleges. While there is no one best approach for developing program articulation agreements, many of the agreements reviewed incorporated features described below.

- Transfer and Articulation Agreements as Institutional Priority. The agreement is endorsed by the top leadership within the college. Whether the agreement takes the shape of informal arrangements such as brochures or formal written documents, the commitment of the board of trustees or presidents or their designees is critical. It is important that key administrators and faculty participate in negotiating and as signatories in finalizing the agreement. All agreements are distributed widely on campus to ensure that faculty, advisors, and administrators are knowledgeable of them.

- Delineation of Admission, Program, and Other Requirements. The agreement includes vital information such as admission, program, and other requirements. Minimum allowable grade point averages, program prerequisites, treatment of transfer credit and the associate degree are stated clearly. Upper-division course requirements or special graduation conditions also are detailed. Procedures for student transfer appeal are important in ensuring student satisfaction. Transfer responsibilities required of the student and higher education officials are specified.

- Maintenance of Agreements and Obligations to Inform Students. The agreement describes the role of academic administrators and faculty in informing students about transfer opportunities and assisting them in making decisions about transfer. It describes the information to be distributed to students in the form of brochures, student guides, and course equivalency tables. These publications are easily accessible to students and provide them, among many items, the name of contact persons at both the college and university. The agreement includes provisions for faculty meetings to be held periodically to review aspects of the agreement, including proposed changes in curriculum and student services.

- Diversity in Program Options and Student Services. The agreement includes specifications about student services and diversity of program options. The type of services and strategies for making these services accessible to students are delineated. Academic program opportunities at community colleges and universities are incorporated in the agreement. Provisions for periodically reviewing how well these program opportunities and services are meeting student needs also are specified.

- Support for Agreements through Educational Guarantees of Transfer Credit. Guaranteeing transfer credit strengthens program agreements established between colleges and universities. Guarantees demonstrate to students that the community college and baccalaureate degree-granting institutions have collaborated on the instruction offered at the college and that it is of equal quality and comparable to coursework at the receiving institution.

Conclusion

The articulation process is dynamic. Ongoing curriculum modifications, development of tech prep programs, and factors such as accreditation and legislation will necessitate that community colleges and universities continually review articulation agreements. Program articulation agreements are important aspects in the cooperation and communication between and among high schools, community colleges and universities. What works for one institution may not work at other institutions. Open and honest communication and sharing of information will help institutions, whether public or private, two year or four year, or high schools, to develop relationships that will assist students in achieving their educational goals.